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test the relative value of visual, auditory and motor methods in spelling instruction, Professor Schiller devised a series of words which were in eleven different ways propounded to classes of boys ranging in age from eight to nine. The following were the variations of the tests: 1. Words pronounced by teacher, the pupils holding their mouths firmly closed; 2. Words pronounced by teacher, the pupils repeating the same in a low tone; 3. Words pronounced by teacher, pupils repeating the same in a loud tone; 4. Words pronounced by teacher, and the pupils write the words in the air; 5. Teacher writes the words on the board, the pupils close the mouth firmly, and look at it an instant; 6. The same, the pupils pronounce the words in a low tone; 7. Same, the pupils pronounce the words in a loud tone; 8. Same, the pupils write the words in the air; 9. The teacher pronounces the words, the pupils spell the same, that is, name the letters and syllables in the words; 10. The same, the pupils pronouncing the words in low tones; 11. The same, the pupils pronouncing the words in loud tones.

Each test was repeated eight different times with words which had not been taught to the boys and which must have been more or less new to them. The efficiency of the different methods was judged by the errors made in subsequent efforts to correctly render the lists of words learned. It should be borne in mind that each list had eight repetitions; and, as to relative size and difficulty of words in the different lists, the balances were pretty approximate. The following comparison with regard to errors made suggests the efficiency of current methods of teaching spelling: Words written on board by teacher and copied by pupils, they pronouncing at the same time in low tones, 277 errors; the same, pronouncing in loud tones, 298 errors; words written on the board by teacher, and then written in the air by the pupils, 344 errors; words pronounced by the teacher and then orally spelled by the pupils, 356 errors; words written on the board by the teacher and then pronounced in loud tones by the pupils, 589 errors; the same, pronounced in low tones, 642 errors; the same, with the mouth firmly closed, 763 errors; words pronounced by the teacher and written in the air by the pupils, 772 errors; the words pronounced by the teacher and repeated in loud tones by pupils, 1,213 errors; the same, repeated in low tones, 1,801 errors; the same with closed mouth, 1,902 errors.

A study of the errors leads one to conclude (1) that merely hearing words pronounced is the least effective way of learning to spell; (2) that exposing the word-form to the eye reduces the number of errors; (3) that seeing the word-form and copying the same produces a minimum of error; (4) that writing in the air reduces the number of errors in both the seen and heard lists of words; and (5) that loud speaking—with one exception—proved more effective than low speaking. Professor Schiller made similar experiments in a Latin class, employing the same method, but substituting the Latin for the German words, and the results agree substantially with those already noted. He reaches three tentative conclusions from the study; (1) necessity of absolutely correct pronunciation of all words used by the teacher; (2) dictation should be less used and copying more generally employed during the early years of school life; (3) more time should be given to writing words in the air.

WILL S. MONROE.

Le rôle social de la Femme. Devoirs. Droits. Education par MME. ANNA LAMPÉRIÈRE. 1 vol. in 12 de la *Bibliothèque de Philosophie contemporaine*, 2 fr. 50 (Félix Alcan, éditeur).

This book does not pretend to be a complete study of the subject, but rather presents some general views which the author thinks should

be opposed to the partisans of 'la compagne féministe.' According to Mme. Lampérière, the function of woman in society should be absolutely different from that of man; she should be his co-laborer, not his competitor; she should be employed as organizer, not as producer; in a word, the social function, *i. e.*, duty, of woman, is to expend herself for society, for the race, as her domestic function is to expend herself for the family.

The identity of the rights of man and woman is rejected. The 'right' of the human being is merely the *right* to the full development of his faculties; but the faculties of woman are other than the faculties of man, though "of equal, if not superior, importance for the harmonious organization of the individual life and the social life."

The supreme right of woman is to be protected.

Starting from these ideas, Mme. Lampérière studies diverse situations of woman, notably *à l'atelier* and in marriage. She concludes by treating of the "education of this educator," which should be "conformable to biologic laws," and sets forth the object and the laws of the *Société d'études féminines*, created precisely with such education in view.

The Students' Life of Jesus, by GEORGE HALLEY GILBERT, Ph. D., D. D. The Macmillan Company, 1898. pp. 412.

This book aims to present succinctly and accurately the facts of the objective life of Jesus. No attempt is made to discuss in detail the teaching of Jesus; and the subjective side of his life is considered only as it is revealed in the Gospels. The book is in no sense interpretative. The author adheres pretty rigorously to his purpose of stating "the facts as directly and clearly as possible."

The Introduction, of about eighty pages, is devoted to establishing the historicity and authenticity of his sources, which are the Synoptic Gospels, the fourth Gospel, and the other New Testament writings, containing references to the subject. The author states the problem clearly in each case, and carries on the discussion with thorough candor; but his apologetic attitude leads him at times to lean rather strongly upon the argument from ignorance.

The rest of the book presents schematically the outline of the life, constructed from the aforesaid sources. The work is done critically, giving evidence of ample technical scholarship.

Though the author distinctly disavows any intention of adding any interest to the work not inherent in the facts, one cannot help feeling that the value of the book would have been enhanced by a slight infusion of warmth and color in the disposition of the facts.

W. S. S.

Biomechanik, von DR. ERNST MEHNERT. Privatdocent an der Universität Strassburg. Jena, 1898. pp. 177.

This is a philosophical discussion of the principles of organogenesis. Although the great biogenetic law that the individual recapitulates the stages of the development of the species to which it belongs is true in a large sense, the order in which it has developed does not follow their phyletic age, but is subject to much relative change. The heart, for instance, in the individual develops before the blood vessels, but this reverses the phylogenetic order. The walls of the large vessels develop before the blood corpuscles, while the converse was true in the development of the species. Ontogenetic age in all such cases is an index only of the intensity of kenogenetic energy. Retarded development of an organ on the other hand is an indication of regressivity, and Mehnert has collected much evidence of these cases, showing that abbreviation and retardation of different organs of a